Welcome to

COLMERS

A message from the Headteacher
Challenging Mind-sets.

At Colmers, we want every one of our students to experience a positive and successful learning journey that prepares them fully for life beyond school. We have the highest aspirations for all of our young people, supporting each individual to achieve their own academic excellence.

Great teaching is our core business – we will always strive to make sure our classrooms are places that excite and inspire our learners, equipping them with the knowledge, skills and understanding they need to succeed in and beyond their examinations. We also believe that the exceptional extra-curricular and enrichment opportunities that we offer are essential for our students to thrive and be successful.

It is very important to us that every student, every member of staff and every parent and carer feels part of the Colmers family, a community in which we value our individual differences while working together towards shared goals.

Our relationships with parents and carers are essential to ensuring the safety and well-being of our young people, especially as they navigate the challenges of our fast-changing world.

Here at Colmers, we bravely challenge how we think and act so that we take every opportunity to learn and improve. New opportunities await our young people here in Birmingham and in the world beyond. It is our mission to help every Colmers student gain the confidence, curiosity and resilience they need to make the most of these opportunities and achieve their ambitions.

Ms Emma Leaman
Headteacher
"Our intelligence, ability, resilience and courage can be nurtured and grown."

Year 11
“WE GET PUSHED TOWARDS ACHIEVING EXCELLENCE.”

Year 7
At Colmers, we have carefully designed our curriculum to challenge our students while meeting each individual child’s learning needs. In Years 7 and 8, students benefit from our special Bridge curriculum, promoting their literacy and numeracy as the key foundations to academic success. We emphasise the need for our students to become great thinkers with the ability to ask deep questions and make important connections.

Our expertise in key areas of English, Maths and Science is matched by a wide range of subjects to give our students the best possible educational experience. Students may choose between traditional academic subjects and more vocational options, supported to find a pathway that will open doors and create opportunities.

We carefully monitor the progress of our students, helping them identify what they need to do to improve and providing the support and challenge they need to achieve their very best.

Our facilities are a source of pride for staff and students alike, from our PE fitness suite, playing fields and astroturf through to the fully equipped Music, Arts, Technology and Computer Science areas. Every classroom is equipped with technology to enhance and accelerate learning. We commit to creating a very positive learning environment that supports every student to make great progress.

Our students are encouraged to develop their individual talents and interests outside of lessons and so find their own love of learning that will stay with them beyond Colmers.
We aim to be a source of pride and optimism in the local community. We want our students to represent the best of the next generation both locally and nationally.

At Colmers, we believe that feeling part of your form, your Year group, your school and your community brings with it a support and confidence that is unique. Belonging together is an important part of growing up and an essential ingredient to what we offer at Colmers.

Our parents, carers, governors, local residents and the whole community are integral to this sense of belonging. We are all united in our commitment to securing the best future for every student.

Belonging together at Colmers means our students respecting the needs of others, having high standards of behaviour and being polite, punctual, and hard-working in and out of the classroom. We celebrate and respect our individual differences, supporting our students to be the very best version of themselves.

Our House system develops loyalty and healthy competition between student teams, Eagle, Wolf and Dolphin. The student council and tutor group representatives, ensure that each student’s voice is heard and we value the contributions every student makes to the Colmers community.
“THE BEST THING ABOUT COLMERS IS THE FAMILY FEEL – YOU FEEL YOU FIT IN. I LOVE COLMERS BECAUSE IT IS AMAZING.”

YEAR 8
“WE MAY ALL BE IN THE SAME UNIFORM BUT WE EXPRESS Ourselves uniqUely.”

YEAR 9
We believe that every student can have a happy and successful future and we inspire our students to share in that belief.

We give students the confidence to make the right academic, social and moral choices so that they can succeed in every aspect of their life. This is underpinned by a continual emphasis on self-awareness and self-motivation to help them overcome the challenges that lie beyond Colmers.

To be really successful, we believe our students need to develop character as well as academic skills. We want our learners to solve problems, take risks, stand up after setbacks, talk with anyone, imagine better worlds and work with others to achieve their goals. Students are given the opportunity to develop these skills and characteristics through subject-based lessons and a very wide range of extra-curricular activities. Our Learning for Life programme also focuses on a range of personal and social skills to best equip students for further education, training or employment.
EVERYBODY HAS A CHANCE OF A BRIGHT FUTURE.

YEAR 10

At Colmers, we help students to make effective, informed and considered decisions about themselves and their future.

We encourage our students to explore their ambitions and aspirations from the very start of their journey with us, both through the curriculum and in our extensive programme of enrichment activities. We want our learners to understand that their efforts and achievements in school can lead to fantastic opportunities beyond and to have the advice they need to make the best possible choices every lesson, every day, every year at Colmers. Our students benefit from a comprehensive careers education and guidance programme. Students have access to the school Careers Library and we enjoy close working links with a range of impartial advisors. Our careers fayre in Year 11, mock interviews and university away days add to our extensive provision.

Step up to the Sixth Form
Our Sixth Form is a hugely important part of our school community, providing students with tremendous opportunities to further their learning. We are ambitious for as many of our students as possible to have the chance to progress to university. The academic pathways that we offer support our young people to achieve academically and gain the independence necessary to succeed into higher education or employment.

We develop our students into rounded individuals through a broad range of extra-curricular experiences, leadership opportunities and active involvement in the community. Our sixth form students are encouraged to be visible and interactive members of the school community as well as genuine role models for our younger learners. We broaden our students’ experience of the wider world and create a greater appreciation of different backgrounds, experiences and mind-sets by nurturing close social and academic relationships with students locally, nationally and globally.

DARE TO dream

At Colmers, we help students to make effective, informed and considered decisions about themselves and their future.
THE BEST THING ABOUT COLMERS IS THE MEMORIES YOU MAKE EVERY DAY.

YEAR 10
**Our Vision and Values**


At Colmers, we want every one of our students to experience a positive and successful learning journey that prepares them fully for life beyond school. We have the highest aspirations for all of our young people, supporting each individual to achieve their own academic excellence.

Great teaching is our core business – we will always strive to make sure our classrooms are places that excite and inspire our learners, equipping them with the knowledge, skills and understanding they need to succeed in and beyond their examinations. We also believe that the exceptional extra-curricular and enrichment opportunities that we offer are essential for our students to thrive and be successful.

It is very important to us that every student, every member of staff and every parent and carer feels part of the Colmers family, a community in which we value our individual differences while working together towards shared goals. Our relationships with parents and carers are essential to ensuring the safety and well-being of our young people, especially as they navigate the challenges of our fast-changing world.

Here at Colmers, we bravely challenge how we think and act so that we take every opportunity to learn and improve. New opportunities await our young people here in Birmingham and in the world beyond. It is our mission to help every Colmers student gain the confidence, curiosity and resilience they need to make the most of these opportunities and achieve their ambitions.

We go the extra mile to creating a sense of family and belonging within our school because we know that it is difficult to learn and succeed if you feel excluded or on the margins. In a world where too many young people are experiencing anxiety and stress, we want every one of our students to feel safe and secure in school, building relationships with adults and with each other that enable them to thrive and feel good about themselves. Every member of staff at Colmers is part of our pastoral support team, committed to listening to our young people and to supporting students and their families in times of difficulty.

Celebration of success is key to our school identity. We know how important it is to develop our students’ self-esteem, enabling them to build resilience and overcome the inevitable challenges that life will bring. We also know the tremendous difference it can make to students’ well-being when they have opportunities to support and help others, so we promote student leadership both in lessons and through teams, such as our student council and Prefects.

Our young people are growing up in a world that is changing so fast, it is often hard to keep up! As we are now connected 24 hours a day to people, ideas and events around the corner and across the globe, we recognise that strong partnerships and connections with parents and carers and our local community are more important than ever for the safety, well-being and success of our students.

We encourage our young people to take risks, be curious, learn from mistakes and bounce back from disappointments. We recognise how often low self-confidence holds our students back and we are very determined to raise aspirations, helping our students understand just what is possible when they work hard, attend well and believe in themselves.

Our challenge here at Colmers is to make sure that our young people benefit from an education that will prepare them for life in a world where change is the only certainty. As new and exciting jobs emerge reflecting our high-tech world, others remain gruelling hard-grait with low pay and little job security. Developments like High Speed 2 in Birmingham will bring new opportunities on our doorstep. After the devastating loss of jobs in Longbridge when Rover closed its doors in 2005, we are determined to enable our young people to benefit from new opportunities both in Birmingham and beyond.

**Belonging Together**

At Colmers, we develop a really strong sense of community through our commitment to belonging together, respecting the ways in which we are all different and appreciating those things we all have in common.

**Challenging Mind-sets**

Colmers is a school that does not stand still. Our commitment to challenging mind-sets is central to our school ethos: we all have much to learn, wherever we are on our individual learning journeys. We challenge ourselves as a school to continually improve, knowing that we can always go further to give every student the best possible chance of success.
The Senior Leadership Team

Headteacher
Ms Emma Leaman
eleaman@colmers.school
Deputy Head
Mr Steve Morris
smorris@colmers.school
Deputy Head
Mrs Emma Wilks
ewilks@colmers.school
Assistant Head - (SENDCo) - Behaviour
Mrs Ruth Bennett
rbennett@colmers.school
Assistant Head - Safeguarding & Attendance
Mr Craig Boardman
cboardman@colmers.school
Assistant Head - Raising Standards
Mr Martin Brookes
mbrookes@colmers.school
Assistant Head - Staff Development
Mrs Sarah Finch
sfinch@colmers.school
HR Manager
Mrs Teresa Davis
tdavis@colmers.school
School Business Manager
Mr Kevin Tranter
ktranter@colmers.school

The Faculty Leaders

English & MFL
Dr Paul Bradbury
pbradbury@colmers.school
Mathematics & Computing
Mr Matt Fox
mfox@colmers.school
Science
Mr Brett James
bjames@colmers.school
Create & Perform
Mr Mike Wilcox
mwilcox@colmers.school
Humanities
Ms Kymberley Dainty
kdainty@colmers.school
Head of Sixth Form
Ms Mel Thompson
mthompson@colmers.school

Subject Leaders

Art
Mrs Chloe Lewis
Assistant SENDCo
Miss Denessa Spencer
Behaviour for Learning Lead
Mr Daniel Moss
Chemistry
Mr Will Jiang
Computer Science
Miss Charlotte Whitehouse
Deputy Head of Sixth Form
Mr Tim Love
Drama
Mr Liam Tombs
English KS3 Lead
Miss Charlotte Price
French
Mrs Mel Colmer
Geography
Miss Rachel Clarke
Graphics
Mrs Nicola Ianson-Jones
Health & Social Care
Mrs Gemma Brown
History
Mr Andy McHale
Learning for Life
Mr Iain Queen
Mathematics KS3 Lead
Mr James Watkins
Mathematics KS4 Lead
Iestyn Pratt
Music
Mrs Emma Brereton
PE KS3
Miss Kerry Tucker
Perform & Create (Second in Faculty)
Miss Ruqaiyya Gazi
Psychology & Sociology
Ms Mel Thompson
Religious Education KS4
Mrs Samantha Dawson-Smith
Resistant Materials
Mr Andy Bagnall
Science KS3
Miss Kelly Nevin

Heads of Year

Year 7
Mr Steven Butt
sbutt@colmers.school
Year 8
Mr Aaron Williams
awilliams@colmers.school
Year 9
Mr Paul Bradley
pbradley@colmers.school
Year 10
Mrs Linda Wilcox
lwilcox@colmers.school
Year 11
Mr Adrian Bennett
abennett@colmers.school
Years 12 & 13
Mrs Mel Thompson
mthompson@colmers.school

Associate Staff Managers

Facilities Manager
Mr Bevon Blackwood
bblackwood@colmers.school
HR Manager
Mrs Teresa Davis
tdavis@colmers.school
Data Manager
Mr Michael Shortland
mshortland@colmers.school
School Business Manager
Mr Kevin Tranter
ktranter@colmers.school
IT Operations Manager
Mr Kevin Whiteley
kwiley@colmers.school

Reporting to Parents

At Colmers School and Sixth Form College each child is formally assessed twice a year (three times in Year 10) on a rolling programme. You will receive two reports a year. Both reports will give you feedback on how your child is performing against their target; their attendance record; attitude to learning; completion of homework and behaviour. It will also indicate how many merits or positive recognitions they have accumulated. The second full report will also include a comment from every teacher on your child’s progress and how they can improve, with a further comment from your child’s form tutor.

Key Stage 3 and 4
In Years 7, 8, 9, 10 and 11, we will provide you with information on the progress your child is making towards their targets in all of their subjects. This will help you and your child identify key areas for improvement.

Sixth Form
In Sixth Form you will receive a Working at Grade and a Professional Predicted Grade for each of the subjects your child studies. You will be able to see how this relates to their targets grades and this will help you and your child identify key areas for improvement.

When and how we report
You will receive an initial short report at the end of October that will be discussed with you during our Meet the Tutors evening. This will be to determine how your child has started the year and give you, as parents and carers, the opportunity to ask us any questions.

You will then receive two further reports; one, a data based report and the other a full report. You will also have an opportunity to discuss your child’s progress with their teachers once a year at a Parent’s and Carers’ Evening, dates are published annually at the start of the year.

If you should both want or require an update outside of our assessment and reporting cycle, we are happy to provide a snapshot at any point during the academic year.

You will then receive two further reports; one, a data based report and the other a full report. You will also have an opportunity to discuss your child’s progress with their teachers once a year at a Parent’s and Carers’ Evening, dates are published annually at the start of the year.

If you should both want or require an update outside of our assessment and reporting cycle, we are happy to provide a snapshot at any point during the academic year.
The Pastoral Team

Introduction
Colmers offers wide-ranging support for your child from their first visit to their last day with us. Every child is part of a tutor group and their Form Tutor is an important part of their school life. Each Year group also has a Head of Year, whose role is to develop your child’s academic, social and emotional well-being. The team of tutors and Heads of Year is overseen by Mrs Ruth Bennett, whose role is to ensure the best support and recognition is given to all Year groups.

Pastoral Team Leader
Mrs Ruth Bennett
(rbennett@colmers.school)

As Assistant Head it is my role to lead the first-class Year team for your child. Together we look out for every child to meet their needs and celebrate their successes. We work closely with parents, carers and families, so every child can overcome any barriers in their life to being happy and achieving their best.

Head of Year 7
Mr Steve Butt
(sbutt@colmers.school)

I am passionate about supporting Colmers students to be the best they can in all areas of school life – academic, pastoral and social. I believe it is our role as Head of Year to nurture, guide and challenge students to aim high in all they do, so when they finally leave us they are confident, well-equipped young people ready for the challenges of the future.

Head of Year 8
Mr Aaron Williams
(awilliams@colmers.school)

I have always loved teaching my subject mathematics and passing on the knowledge that I have learnt and am still learning. Being Head of Year allows me to make a positive difference to a much greater number of students which is important to me. I enjoy the challenges of being Head of Year and ensuring each student is on the right path to be the best they can and maximise their potential here at Colmers.

Head of Year 9
Mr Paul Bradley
(pbradley@colmers.school)

I first wanted to become a PE teacher due to my positive experience of the school and my love for sport. I particularly enjoy seeing students learn new skills, and develop in confidence. I enjoy my pastoral role as I am passionate about helping guide students through their school life so that they make good choices. I feel lucky to have such a good job that is both fun and rewarding at the same time.

Head of Year 10
Mrs Linda Wilcox
(lwilcox@colmers.school)

I’m proud of my role as a Head of Year. I believe very child is unique, a work of art not quite finished. They deserve the best education and pastoral care I can give them, and in return they work hard, attend and show resilience even when aspects of their school life are challenging.

Head of Year 11
Mr Adrian Bennett
(abennett@colmers.school)

I started at Colmers in 2005 as a PE teacher, and became a member of the pastoral team twelve months later. I believe it is our role to nurture students to enable them to achieve academic, physical, social and mental well being. By giving our children an environment where they feel confident yet challenged, we enable them to thrive and we prepare them for a successful future.

Head of Year 12
Ms Mel Thompson
(mthompson@colmers.school)

I have been involved in post-16 education for over 20 years now, both in schools and colleges. Our Sixth Form offers young people in the local community a chance to study A-level or BTEC qualifications in a supportive environment and achieve excellent results. A large number of our students progress to University and an increasing number are choosing Apprenticeships. I feel privileged to lead a team that nurtures young adults and prepares them for life beyond school.

The Inclusion Team
Sometimes a child needs additional support to ensure their attendance, punctuality, attitudes to learning or behaviour improve. When this happens, we have a specialist team who can provide additional interventions to help secure long-term improvements. The Inclusion team and Heads of Year work very closely with children and their families to secure the best outcomes for our young people.

The Create & Perform curriculum will be delivered through a rotation of subjects such as food & graphics throughout the year.

Key Stage 3
Our KS3 curriculum focuses on the subjects and learning that we know will have the biggest impact on your child’s progress in school. As a result, Literacy is at the heart of everything we do. In addition to this, we encourage every child to think and ask questions of the world around them.


Our Create & Perform curriculum will be delivered through a rotation of subjects such as food & graphics throughout the year.

Key Stage 4
KS4 at Colmers includes Year 9, Year 10 and Year 11. These crucial years are when your child will develop academically and emotionally. They will begin to make more concrete plans about what they aspire to become in the future and how they are going to get there.

In KS4, we believe that your child should still have the flexibility to study a broad and balanced curriculum. As a result, the range of subjects we offer caters for the vast array of interests and abilities that we have in our school.

Throughout KS4 your child will study a core curriculum of GCSE English Language, GCSE English Literature, GCSE Mathematics, GCSE Science, English, Geography, History, Religious Education and Geography. At the end of Year 11 students may opt for the AS-Level or A-Level, which they will study.

At Colmers School & Sixth Form College we remain committed to offering a wide variety of different subjects.

Subjects may vary each year but usually include Art, Computer Science, Design Technology, Drama, Food, Film Studies, French, Geography, Graphics, Health and Social Care, History, Music, Physical Education, Religious Education.

In planning the KS4 Curriculum, we have ensured that there is a softened transition from KS3.

In Years 9 and 10, students are required to embed the knowledge and content of their courses. Many of the new GCSE qualifications have a greater demand on recall and memorising key principles. The extra time created by extending our KS4 Curriculum into Year 9 enables us to secure this knowledge before students get to their final GCSE/Level 2 years. More time gives our learners more opportunity to explore the course content, read around the subject, and ultimately ignite a passion and interest for each of their subjects.

Due to these solid foundations being created, when your child gets to Year 11, the focus is very much on the application of this knowledge and the development of these skills. There is a strong emphasis on targeted intervention, revision and analysis of student’s individual needs.

Curriculum Outline

At Colmers School & Sixth Form College we remain committed to offering a wide variety of subjects. Currently we offer A-levels in Art, Mathematics, Physics, Biology, Chemistry, Geography, History, English Literature, Psychology, Religious Studies and Sociology.

We also offer BTEC Level 3 Qualifications in Physical Education.

At Colmers we are always reviewing our curriculum offer. If you have requests for additional or alternative courses, contact Mrs Emma Wilks, Deputy Headteacher.

Sixth Form
When your child joins our Sixth Form, they will have the opportunity to study a wide variety of subjects. Currently we offer A-Levels in Art, Mathematics, Physics, Biology, Chemistry, Geography, History, English Literature, Psychology, Religious Studies and Sociology.

We also offer BTEC Level 3 Qualifications in Physical Education.

At Colmers we are always reviewing our curriculum offer. If you have requests for additional or alternative courses, contact Mrs Emma Wilks, Deputy Headteacher.
Attendance & Punctuality

We place a very high emphasis on punctuality because good time-keeping promotes both employability and great learning. Students should start the day on a positive note by being on time. Students must be on site by 8.42am every day. The school gates remain locked from this point until 3.10pm. Students may only enter and leave site through Student Services.

Educational research, and our own evidence, show that students who have attendance above 95% have a much higher chance of achieving 5 good GCSEs including English and Maths. Regular attendance means that students do not miss chunks of the learning process and are therefore able to make all the relevant connections between parts of a topic or module.

Establishing a regular habit of good attendance and punctuality prepares students fully for the very competitive world of work and/or further education. Prospective employers and colleges are always interested to know from us an applicant’s attendance and punctuality record.

We will provide the appropriate support and advice where needed or where requested to maximise the student’s attendance at school. We involve external support agencies where the student’s difficulties extend further than attendance issues or where the family need support as a whole. We will make sure parents/carers are fully aware of their legal responsibility to ensure their child’s regular school attendance and we will assist them to fulfil this duty.

We expect students to make every effort to catch up with the work missed whilst they have been absent from school, for whatever reason.
Behaviour Expectations

Colmers is a large community where students, teachers, and associate staff all work together in a co-operative atmosphere. For this to happen we have to follow rules which make for a purposeful atmosphere.

A high standard of behaviour in school, to and from school, and in public places, is expected of all students. Sanctions will always be applied if our students fall below the standard we and our local community expect.

We expect our students to be ready to learn, be respectful and safe at all times. All students, parents and carers are asked to sign a Home School Agreement when starting at Colmers.

We consider it to be very important that parents and carers take full responsibility for ensuring that their children attend on time, in full uniform, with the necessary equipment, in order to support the school in their role to provide a great educational experience. It is also very important that parents and carers take responsibility for the behaviour of their children. Whilst we will manage their behaviour at school, we may find it necessary to call upon families to support the school’s actions when their child’s behaviour fails to reach the required standards. We anticipate and expect that all parents and carers will fully support us in our efforts to maintain these standards.

Sanctions

If students break our simple rules the most usual sanctions are detentions, either after school or during break and dinner time. Parents and carers will be notified beforehand of after school detentions by phone, app or text, if the detention is more than 15 minutes.

Daily Report

Students whose work or behaviour is frequently unsatisfactory may be put on daily report. Parents and carers are informed of this and asked to check and sign the report each day.

Exclusions

Serious offences or continual poor behaviour may lead to a short term internal exclusion. Students who have received an internal exclusion continue their school work in a dedicated, supervised classroom but are not allowed to participate in the communal life of the school during that time. In the case of very serious offences, the Headteacher may consider issuing a Fixed Term Exclusion, which means the student concerned is not allowed in school for that period of time.

In the event of an internal or fixed-term exclusion, parents and carers are always informed and are required to attend a meeting in school. This provides an opportunity to work together to resolve problems and to consider any further action that may be necessary.

In very rare instances of extreme poor behaviour, the Headteacher will make a decision to permanently exclude a student, which is then reviewed by the Governing Body. Permanent exclusion is a sanction that is only ever used as a last resort when all forms of support and intervention have been exhausted or when the exclusion is required to protect the well-being and safety of staff and students.

School Uniform & Equipment

School uniform forms the basis of our identity as a school community. Students who know and feel that they belong to a community are always more successful than those who do not.

At Colmers, students are genuinely proud of their school and wear their ties, badges and lapel pins with immense pride. With care, school uniforms are also a cost-effective and economical alternative to the ever-changing demands of fashions amongst young people.

In a rapidly-changing world, our school uniforms remain a traditional symbol of high standards and pride in belonging to our school community.

A brief summary...

With respect to uniform and equipment, the Headteacher and Governing Body will insist upon the following:

**Footwear**

Plain black leather-type school shoes. Shoes must be appropriate for school life and demands.

- All laces must be black.
- No branding.
- No trainers, pumps or canvas footwear.
- No sling backs, boots or shoes with significant heels.
- Low, bright socks are not acceptable.

**Outwear**

- A plain, outdoor coat.
- No leather, or leather-looking, clothes to be worn.
- No denim, or denim look-alike to be worn.
- No large lettering or camouflage style.
- No sweatshirts, tracksuit tops, “hoodies”, leisure or brightly coloured/patterned coats.
- No caps at all. Hats to be removed inside the buildings. All outdoor wear to be removed in classrooms.

**Trousers and skirts**

School skirt or tailored trousers.

- No denim, or denim look-alike to be worn.
- Only school skirts to be worn.
- No decoration (belts/buckles/zips/buttons/sparkle etc).
- No track suit bottoms or other fashion trousers.

**Hair, jewellery**

No unreasonable or extreme haircuts – please check before attending barbers/hairdressers.

- No shaved patterns or lines in the hair or eyebrows.
- Only plain dark-coloured hair bands/ clips/slides – no other hair accessories (e.g. bows, flowers etc).
- Hair colouring must be natural hair colour only (i.e not purple/pink/oxide/red etc).
- Jewellery is restricted to one small ring, a watch and one pair of plain small sleeper/stud earrings and no other piercings (no nose, tongue, eyebrow studs etc).

**Equipment**

A suitable school bag that will carry and protect school books.

At least two pens, green pen, two pencils, eraser and a ruler (available from the school shop).

A reading book & Pupil Planner.

We take great pride in the appearance of our students. If, in exceptional circumstances, your child cannot afford the correct uniform, we ask that parents/carers notify the school immediately, indicating when the correct uniform will again be worn. It, as a parent/carer, you are unsure about any issues in relation to uniform or equipment, please contact us.

In the event of a query or dispute, the Headteacher’s decision on students’ uniform and appearance is final.

**Years 7, 8 & 9**

Girls and Boys Tartan School Skirt or Tailored Black Trousers.

Plain White Shirt with a top button (to be worn tucked in with the top button done up). Navy Blue Sweatshirt with embroidered school badge.

Lower School Tie (to be worn with the whole stripe showing below the knot). Plain black school shoes.

**Years 9, 10 & 11**

Girls and Boys School Skirt or Tailored Black Trousers.

Plain White Shirt with a top button (to be worn tucked in with the top button done up). Middle School Tie (to be worn with the whole stripe below the knot).

Plain Black School Shoes.

Navy Blue Blazer with embroidered school badge.

Navy Blue Sweatshirt with embroidered school badge (optional).

P.E. School

Girls Navy Blue PE Skirt & briefs/or shorts.

House Colours P.E. Top.

White Football Socks.

Trainer Shoes.

Towel.

Boys

Navy Blue Shorts.

House Colours P.E. Top.

White Football Socks.

Football Boots.

Trainer Shoes.

Towel.

Sixth Form Dress Code

Sixth Form clothes should be suitable for a job interview for their ideal career. Student ID cards are to be worn at all times. Make-up, hair and jewellery should be subtle, and appropriate to the workplace at all times.

**School Uniform & Equipment**

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- No branding.
- No trainers, pumps or canvas footwear.
- No sling backs, boots or shoes with significant heels.
- Low, bright socks are not acceptable.

**Outwear**

- A plain, outdoor coat.
- No leather, or leather-looking, clothes to be worn.
- No denim, or denim look-alike to be worn.
- No large lettering or camouflage style.
- No sweatshirts, tracksuit tops, “hoodies”, leisure or brightly coloured/patterned coats.
- No caps at all. Hats to be removed inside the buildings. All outdoor wear to be removed in classrooms.

**Trousers and skirts**

School skirt or tailored trousers.

- No denim, or denim look-alike to be worn.
- Only school skirts to be worn.
- No decoration (belts/buckles/zips/buttons/sparkle etc).
- No track suit bottoms or other fashion trousers.

**Hair, jewellery**

No unreasonable or extreme haircuts – please check before attending barbers/hairdressers.

- No shaved patterns or lines in the hair or eyebrows.
- Only plain dark-coloured hair bands/ clips/slides – no other hair accessories (e.g. bows, flowers etc).
- Hair colouring must be natural hair colour only (i.e not purple/pink/oxide/red etc).
- Jewellery is restricted to one small ring, a watch and one pair of plain small sleeper/stud earrings and no other piercings (no nose, tongue, eyebrow studs etc).

**Equipment**

A suitable school bag that will carry and protect school books.

At least two pens, green pen, two pencils, eraser and a ruler (available from the school shop).

A reading book & Pupil Planner.

We take great pride in the appearance of our students. If, in exceptional circumstances, your child cannot afford the correct uniform, we ask that parents/carers notify the school immediately, indicating when the correct uniform will again be worn. It, as a parent/carer, you are unsure about any issues in relation to uniform or equipment, please contact us.

In the event of a query or dispute, the Headteacher’s decision on students’ uniform and appearance is final.

**Years 7, 8**

Girls and Boys Tartan School Skirt or Tailored Black Trousers.

Plain White Shirt with a top button (to be worn tucked in with the top button done up). Navy Blue Sweatshirt with embroidered school badge.

Lower School Tie (to be worn with the whole stripe showing below the knot). Plain black school shoes.

**Years 9, 10 & 11**

Girls and Boys School Skirt or Tailored Black Trousers.

Plain White Shirt with a top button (to be worn tucked in with the top button done up). Middle School Tie (to be worn with the whole
Our team work with students who have a wide variety of learning difficulties. These range from Specific Learning Difficulties, Autistic Spectrum Disorder, visual impairment, hearing impairment, physical difficulties, Cerebral Palsy, fine and gross motor skill difficulties and other learning difficulties. With the excellent support and advice from outside agencies, and the positive support from all our staff in school, our students are able to achieve very well alongside their peers.

We facilitate different types of support, which take place both within the mainstream classroom and also in small groups in the Learning Support area. Additional support is offered outside of lessons in the form of safe clubs, homework clubs and social groups. We also provide readers and writers for internal and external examinations for children with a history of need.

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Interventions at Colmers

Learning Support – for more information please see Mrs Ruth Bennett, Assistant Head.

The Learning Support Department at Colmers School is managed by Mrs Ruth Bennett. The Department consists of three Higher Level Teaching Assistants and eight qualified NVQ Level 3 Teaching Assistants.

We are all, but especially children, works of art in progress. Every failure and success is an opportunity to learn.

Nurturing Gifts & Talents – for more information see Mrs Emma Wilks, Deputy Head.

Schools are required to ensure that the needs of all students are known and met. This is also the case for students who are more able. Gifted students are those who have demonstrated that they are within the top 10% of our cohort in terms of attainment. Giftedness relates to a student’s ability in the traditional academic subjects. Talent is different and relates to students with evident high attainment or latent high ability in a creative or an expressive art, a sport, or an interest outside of the curriculum. During their time at Colmers, a gifted student can expect to be challenged to develop and extend their learning experience. Our enrichment offer is designed to help every one of our students to nurture and develop their talents.

Literacy & Numeracy – for more information see Mrs Emma Wilks.

As the stage of a student’s life at Colmers, we provide interventions to help each child get ‘back on track’ as soon as possible. On arrival in Year 7, students who are below age-related expectations in English or Maths receive specialist catch-up teaching and additional literacy/numeracy booster classes. Through Years 7 & 8, when a student’s progress or attainment causes concern, they also receive additional small group tuition with students facing similar difficulties. In Years 9, 10 & 11, specialist teachers are also assigned to tutor small groups of students when they are at risk of missing out on their target grade. We never give up!

Behaviours for Learning

Children are not born naughty, nor do they consciously set out to disrupt their own or others’ learning. We believe that each child is a ‘work of art in progress’ and for this reason we follow a sanction with a learning experience. In other words, every time a child makes a mistake, we encourage that child to reflect and learn from that mistake. We expect children to grow, flourish and overcome the poor decisions they may have made in the past. This is why detentions are used to help students reflect on their errors and sometimes help them reflect on why they have ended up there in the first place.

But, equally, a child needs to know when they’ve done well and have that achievement recognised and acknowledged. We want to encourage good attitudes throughout lessons and social time. Rewarding pupils for such positive behaviours is essential to their sense of self and confidence. We take these opportunities in quiet words in the classroom, in their Form Time, Year assemblies and Whole School Assemblies. Nothing is more motivating than celebrating success.

Family Support

Sometimes, a student’s behaviour at school is the same or worse at home. This is why we also have specialist staff employed to work closely and supportively with parents and carers who are struggling and feeling a little lost at times. Bringing up children is an incredibly demanding job and sometimes very, very lonely. By joining forces, the adults can work together, supporting one another, to help bring about a significant and sustained improvement in a child’s behaviour.

Homework at Colmers

We value the importance of homework at Colmers. Homework challenges our students beyond the classroom to ensure that they fully maximise their potential.

Standard Homework

Standard homework is set every week in all subjects and is designed to help our students develop independence, resilience and curiosity. Standard homework may consist of an individual piece of homework or an extended project over time.

Exam Preparation Homework

Exam preparation homework is set in every subject 3 weeks before formal assessments. Students will complete each Exam Homework Booklet as part of their preparation for tests and examinations. These booklets are designed to develop independent study and revision skills for all students in all year groups. These exam preparation booklets will be marked and reviewed by the student and the teacher to ensure that any gaps in knowledge can be filled before the formal assessment takes place.
Colmers is not just about the academic learning, it’s also about memorable experiences and opportunities.

The House System

The Origins of Our House System
In September 2015 we introduced a house system at Colmers. Every student and member of staff joined one of three houses. The names of each house were decided by a popular vote. Students and staff chose Wolf, Eagle and Dolphin Houses. Over time these new Houses have become an integral part of our life at Colmers and one of the ways we can achieve excellence by belonging together in new and exciting ways.

Throughout the year, each house competes against the others to collect the most housepoints. Housepoints are gained through attendance, punctuality and good behaviour. In addition, we have numerous competitions across the year where houses compete to win – the most popular of which is our annual Sports Day!

The Goals of Our House System
The house system has three main goals:

- Giving students the chance to work and belong together with older and younger students.
- A chance for students to be recognised and rewarded for the things that matter most to this school.
- Opportunities for students to focus on the things that will make the biggest difference in their lives.

Extra-Curricular Opportunities

See Mrs Linda Wilcox for more information: lwilcox@colmers.school.

Colmers is not just about the academic learning, it’s also about memorable experiences and opportunities.

The School Day(s)

Each day begins at 8.45am. Students are expected to be inside the school gates by 8.42am.

Late arrival always leads to detention.

The school day times therefore appear below:

- 8.42am: School gates locked
- 8.45am: Registration
- 9.00am: Lesson 1
- 10.00am: Lesson 2
- 11.00am: First Break
- 11.20am: Lesson 3
- 12.20pm: Lesson 4
- 1.20pm: Lunch Break
- 2.00pm: Lesson 5
- 3.00pm: Registration
- 3.10pm: End of School

Applying For A Place

The number of intended admissions at Colmers for the year commencing September 2020 is 240. All students will be admitted without reference to ability or aptitude. Where applications for admissions, received by the closing date, exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit:

1. Looked After Children in public care and children with a statement of Special Needs or EHC Plan will take priority.
2. Where the child has a sibling* who will be attending the school in September 2020 and who lives** within three miles of the school.
   *The Local Authority’s ‘Sibling’ definition has been adopted.
   **The Local Authority’s ‘Shared Responsibility’ definition has been adopted.
3. Where the child lives within three miles of the school.
4. Where the child has a sibling who will be attending the school in September 2020 but lives over three miles from the school.
5. Where the child lives over three miles from the school.

In each category, priority will be given to those living nearest to the school, the distances being measured in a straight line from the school to home. Please note that the Local Authority’s ‘Distance’ definition has been adopted and that appeals regarding Admission may only be made to an independent appeals panel. Colmers School does not have any involvement in the placement of Year 7 students.

Important Note:
1. These arrangements refer to the school year commencing September 2020.
2. Admission to Year 7 in September 2020 will be through completion of the Local Authority form available from the Local Authority website. https://www.birmingham.gov.uk/schooladmissions

We do encourage applications from all parents and carers who are interested in their child attending Colmers and operate an in-year waiting list for those families who are not initially successful in being offered a place.